

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDUC 364—The Role of Cultural Diversity in Schooling CRN: 20105

**University Hall 337—TR: 10:30-11:45
Spring 2010**

Instructor: Mae S. Chaplin, Distinguished Teacher in Residence

Phone: (760)750-8540

E-Mail: mchaplin@csusm.edu

Office: UH 325

Office Hours: By Appointment

College of Education Mission Statement

The Mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. *(Adopted by COE Governance Community, October, 1997)*

Furlough Statement

Due to the devastating effects of current budget crisis in California, CSU faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, CSU faculty are required to submit formal certification to not work on furlough days. CSU faculty are prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on furlough days. **Furlough dates vary by professor; my Spring Semester furlough dates are: 1/19, 1/27, 2/17, 3/3, 3/26, 4/16, 4/23, 4/28, and 5/7.**

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central (<http://www.csusm.edu/budgetcentral/links.html>).

Course Description: *Required of all credential candidates.* This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

Course Objectives: Students completing EDUC 364 will be able to demonstrate:

1. developing competencies in TPE 15: Social Justice and Equity;
2. understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. understanding of cultural diversity in the United States and California;
4. general familiarity with cultural responsive pedagogy;
5. understanding of gay, lesbian, bisexual and transgender students, teachers, and families;
6. understanding of marginalized student populations including foster children.

College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. **Individual instructors may adopt more stringent attendance requirements.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students will lose 2 points from attendance/participation for each missed class. Excessive tardiness will also affect final grade. If student misses more than 20 minutes of class it will count as ½ an absence.

Authorization to Teach English Learners: The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by the CCTC in SB 2042 Programs Standards, August, 2002).*

Teacher Performance Expectation (TPE) Competencies: This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The course

objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio. The following TPE is addressed in this course:

TPE 15: Social Justice and Equity

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can apply appropriate instructional strategies to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

GENERAL CONSIDERATIONS

Outcomes and Standards: The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents.

(Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for

multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Ability: Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Appeals: Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Prado-Olmos, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement: Every course at the university must fulfill the university’s writing requirement of at least 2,500 words.

Community Service Learning: Community service learning is an integral part of this course. Community Service Learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, and environmental needs of people in the community. Students learn while doing and reflecting on their actions.

Foster Children: An individual aspect of this course is a focus on the educational needs of foster children. Through a unique collaboration between CSUSM’s College of Education and the San Diego County Office of Education’s Foster Youth Services Program, *all* students in this course *are required* to tutor foster children as part of the Service Learning Requirement for the course. Twenty (20) of these hours can be counted towards the forty-five (45) student contract hours required for EDUC 350 and entrance into the Teaching Credential Program.

CSUSM Academic Honesty Policy: Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are

borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of academic dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism: As a future educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Grading and Expectations: It is expected students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Furthermore,

- Note: Students taking EDUC as a prerequisite for teacher credential and graduate programs must maintain a B average (3.0 GPA), with all grades at a C+ or better.
- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	94-100 points	A-	90-93 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points
C	73-77 points	C-	70-72 points
D	60-69 points	F	59- Below

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

Electronic Communication Protocol: Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is

my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Required Texts:

1. de la Peña, M. (2005). *Ball don't lie*. New York: Delacorte Press
2. Nieto, S., and Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education*. Boston: Pearson Education, Inc.
3. Spring, J. (2007). *Deculturalization and the struggle for equality*. New York: The McGraw Hill Companies, Inc.
4. Course Reader—Through WebCT

Recommended Text:

1. Pelzer, D. (1999). *A child called 'it.'* New York: Random House

Assignment	Points	Due Date
1. Reflections/Tutoring	20	On-Going
2. Personal History of "Otherness"	20	March 25 th
3. Group Reading Facilitation	10	Weeks 7, 8, 9, 10
4. School Diversity Assessment	15	Weeks 11-15
5. Professional Dispositions/Attendance	20	On-Going
6. Final Tutoring Reflection	15	May 6 th

EDUC 364 Course Schedule, Spring 2010

(The Instructor reserves the right to alter the course schedule. Always bring your books to class.)

Date/Session	Topics	Readings and Assignments Due
<u>Week #1</u> January 19 January 21	Tuesday: No Class— University Furlough Thursday: Introduction, Course Expectations, Etc...	Download the Course Syllabus prior to Thursday’s session. Due: Tutoring Paperwork (In-Class Activity-- Thursday)
<u>Week #2</u> January 26 January 28	Tuesday: Introductions (continued), Journals/Discussions formats, Conceptions/Misconceptions of culture Thursday: Sociopolitical Context of MC Education, Cultural Issues and Schooling/Society, Cultural Terms, Personal History of Otherness Introduction	Nieto—Chapter 1 (Tuesday) Live Scan—January 27th! Nieto—Chapter 2 (Thursday) Tatum—“The Complexity of Identity” (Thursday) Due: Reading Journal #1 (Note: All Reading Journals/Reflections are due on Thursdays unless otherwise noted.)
<u>Week #3</u> February 2 February 4	Tuesday: SDCOE—FYS Core Curriculum and Laws (Foster Youth) Thursday: MC Education and School Reform	Nieto—Chapter 3 (Thursday) Due: Reading Journal #2 (Thursday)
<u>Week #4</u> February 9 February 11	Tuesday: Personal History of Otherness Activity, Framework for MC Education Thursday: SDCOE—FYS Wide Range Achievement Test (WRAT 4), Assign Spring Groups	Kozol—“The Dream Again Deferred” (Tuesday) Due: Personal History of Otherness Draft (Bring to Class on Tuesday!)
<u>Week #5</u> February 16 February 18	Tuesday: SCDOE—FYS Professional Boundaries Thursday: Racism, Discrimination, and Teacher Expectations	Nieto—Chapters 4 & 5 (Thursday) Due: Reading Journal #3 (Thursday)
<u>Week #6</u> February 23 February 25	Tuesday: Curriculum, Pedagogy, and Climate, Assign Groups for Spring Chapter Thursday: Movie— <i>The Shadow of Hate: History of Racism and Discrimination in the United States</i> , Discussion,	Nieto—Chapter 6 (Tuesday) Spring—Read your Assigned Chapter for Thursday. Due: Reading Journal #4 (Thursday)

	Spring Workshop	
<u>Week #7</u>	Tuesday: SDCOE—FYS Behavior Management	de la Peña—Pages 1-75 (Thursday)
March 2		Due: Spring Chapter 1 Summary (Group 1 Only—Thursday)
March 4	Thursday: Spring Chapter 1 Book Group, Influence of Culture on Learning	Due: Reading Journal #5 (Thursday)
<u>Week #8</u>	Tuesday: Spring Chapter 2 Book Group, Culturally Relevant Pedagogy, Spring Chapter 3 Book Group, Linguistic Diversity in U.S. Classrooms	Nieto—Chapter 7 (Tuesday)
March 9		Due: Spring Chapter 2 Summary (Group 2 Only—Tuesday)
March 11		Due: Spring Chapter 3 Summary (Group 3 Only—Tuesday)
	Thursday: Spring Chapter 4 Book Group, Second Language Acquisition Theories, School Diversity Assessment Project Introduction	de la Peña—Pages 76-155 (Thursday) Due: Spring Chapter 4 Summary (Group 4 Only—Thursday) Due: Reading Journal #6 (Thursday)
<u>Week #9</u>	Tuesday: Spring Chapter 5 Book Group, Academic Achievement and Students of Color	Nieto—Chapter 8 (Tuesday) de la Peña—Pages 156-219 (Tuesday)
March 16		Due: Spring Chapter 5 Summary (Group 5 Only—Tuesday)
March 18	Thursday: SCOE—FYS Sexual Abuse	
<u>Week #10</u>	Tuesday: Spring Chapter 6 Book Group, Immigration Experience, Meet with School Diversity Assessment Group	Nieto—Chapter 9 (Tuesday) de la Peña—Pages 220-280 (Tuesday)
March 23		Due: Spring Chapter 6 Summary (Group 6 Only—Tuesday)
March 25	Thursday: Guest Speakers— What 8 th Grade Students Have to Say About School, Learning from Students	Due: Personal History of Otherness Final Draft (Thursday!) Due: Reading Journal #7 (Thursday)
Spring Break: March 29- April 4		
<u>Week #11</u>	Tuesday: Presentation: School Diversity Assessment Project, Families and Communities, Gender Bias	Nieto—Chapter 10 (Tuesday) Due: School Diversity Project (Presenters Only)
April 6		
April 8	Thursday: Presentation: School Diversity Project, Schooling Experiences of Lesbian, Gay, Bisexual, and Transgender Youth	GLSEN—“Research Brief” (Thursday) Denizet-Lewis—“Coming Out in Middle School” (Thursday) Due: School Diversity Project (Presenters Only)

		Due: Reading Journal #8 (Thursday)
<u>Week #12</u> April 13 April 15	Tuesday: Presentation: School Diversity Assessment Project, Movie: <i>LGBT Youth and Families</i> Thursday: Presentation: School Diversity Project, MC Education in Practice	HRC—"Welcoming Schools" (Tuesday) Due: School Diversity Project (Presenters Only) Nieto—Chapter 11 (Thursday) Due: School Diversity Project (Presenters Only) Due: Reading Journal #9
<u>Week #13</u> April 20 April 22	Tuesday: Presentation: School Diversity Assessment Project, Culturally Relevant Pedagogy Introduce Final Tutoring Reflection Thursday: Presentation: School Diversity Project, Movie: <i>A Place at the Table</i> , Creating Equitable Learning Environments	Ladson-Billings—"Culturally Relevant Teaching" and "But That's Just Good Teaching" (Tuesday) Due: School Diversity Project (Presenters Only) McIntosh—"Unpacking your Knapsack" (Thursday) Due: School Diversity Project (Presenters Only) Due: Reading Journal #10 (Thursday)
<u>Week #14</u> April 27 April 29	Tuesday: Presentation: School Diversity Assessment Project, Tea Party Thursday: Presentation: School Diversity Project, Revisiting your "knapsack"	Hooks—"How Can We Serve" and "Moving Beyond Shame" (Tuesday) Due: School Diversity Project (Presenters Only) Nieto—"Teaching as Shaping Futures" and "What Keeps Teachers Going?" (Thursday) Due: School Diversity Project (Presenters Only)
<u>Week #15</u> May 4 May 6	Tuesday: Presentation: School Diversity Assessment Project, Action Plan Workshop Thursday: Final Thoughts, Sharing of Tutoring Reflections and Experience	Due: School Diversity Project (Presenters Only) Due: Tutoring Reflection

ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

1. Attendance, Class Participation, Professional Disposition **20 points**

Students are expected to attend all class sessions, arriving and leaving on time. Students are expected to be well prepared for course sessions by completing readings and assignments before each class session. Students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, and/or do not participate in class activities nor conduct themselves according to the standards for the teaching profession will not receive attendance and participation points for that session at the instructor's discretion.

Students will lose 2 points from attendance/participation for each missed class. Excessive tardiness will also affect final grade. If student misses more than 20 minutes of class it will count as ½ an absence.

Students may negotiate to make up one absence.

Because this course is a prerequisite to professional certification in the COE, students are expected to demonstrate behavior consistent with a professional career and adhere to attendance policy.

2. Weekly Reflection Journal **20 points**

To have the type of class discussions this course requires, it is crucial students read and engage the material before class. Your Weekly Reflection Journal will be turned in at the beginning of Thursday's class sessions. This Journal will consist of a synthesis of key points of the week's reading with the following criteria: a) respond to the discussion topics posted on WebCT b) write your personal thoughts on one of the featured case studies/reading and connect your experiences/perspectives to the student's situation, c) a personal connection between the reading and your on-going tutoring sessions, and d) write one or two questions/comments that the week's readings/films prompt you to ask after reflecting on the material. Be prepared to discuss your journal and weekly readings at the beginning of the class in which the reading is due. Journal format: 1 page typed, double-spaced (approx. 200 – 250 words) with all 3 sections included. All responses will be posted on WebCT before the start of Thursday's class sessions. You will also need to bring a hardcopy of your Reflection to class in order to facilitate discussion and receive full-credit for the assignment.

DUE: weekly (2 points each minus 2 points each week late).

3. Personal History of Otherness **20 points**

By researching and studying one's relationship to the eight categories of typical "otherness" in U.S. society, we gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you will write one page for each category about your relationship to "otherness" in terms of race, gender, religion, sexual orientation, socioeconomic status, age, physical or mental ability, and language. Reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own

circumstances and upbringing. Rank the eight categories from most important to least important in regards to who you are as an individual. Be prepared to discuss your assignment within a larger class dialogue. More detailed directions and rubric for grading assignment will be given in class.

Due 2/9: Complete Draft with half page for all sections.

Due 3/25: Complete Assignment with at least one page for all sections.

4. Group Reading Facilitation

10 points

In small groups, students will lead a 20-30 minute discussion of a chapter from the text book *Deculturalization and the Struggle for Equality* by Joel Spring. This discussion should promote critical thinking, varied perspectives and an attempt to connect the past to the present in our schools. Students will share additional resources found related to the chapter as well as any connections the text shares with personal tutoring experiences. Group provides a 1 page chapter summary. More detailed directions and rubric for grading assignment will be given in class.

DUE: Scheduled facilitations weeks 7, 8, 9

5. School Diversity Assessment

15 points

In small groups, students will provide a research-based assessment of three or more schools from the same district and grade span. This will be a comparison of academic achievement, qualified staff, community resources, and parental involvement at the sites. Groups will also discuss the schools' resources for foster children as well as the implications of being a foster youth in today's public schools. The final project could be a PowerPoint, movie, poster, or some other type of creative way to present the information. More detailed directions, examples, and rubric for grading assignment will be given in class.

DUE: Scheduled presentations sessions 11 - 15

6. Final Tutoring Reflection

15 points

Your experience working with foster youth is an integral component of this course. Additionally, your ability to detail, analyze, and reflect on your experience is essential in your growth as an individual and future educator. At the conclusion of this semester, you will write a detailed reflection about your tutoring experiences with special attention to the connections between the theory and readings covered in this course and your real-life experiences with foster youth. Plan to share your reflections with the class at the end of the semester. More details and a rubric for grading will be given in class.

DUE: last class session